

NEW YORK CITY BOARD OF EDUCATION

INDIVIDUALIZED EDUCATION PROGRAM

THIS IEP INCLUDES:

☒ Transition
☐ Instructional Services Plan

CONFERENCE INFORMATION

CSE Case# 01-1-2081
Home District 1 Service District 1
Date 3-24-06
Type Summary Review

STUDENT INFORMATION

Name [REDACTED] NYC ID# 274549045 Date of Birth 4-15-97 Gender Male
Address 450 Grand St. #214 New York, NY 10002 Age 9
Phone (212) 682-3250 English LAB Spanish LAB - Year - Grade 3
Language(s) Spoken/Mode of Communication
Primary Agency with whom student is involved
Name of Contact [REDACTED] Phone [REDACTED] Agency Case # -

PARENT/GUARDIAN INFORMATION

Name Margaret Thomas Relationship to Student Parent
Address [REDACTED] Interpreter Required ☐ Yes ☐ No
Phone (Home) [REDACTED]
Preferred Language/Mode of Communication [REDACTED]

SPECIAL MEDICAL/PHYSICAL ALERTS

The student has ☐ medical conditions and/or ☐ physical limitations which affect his/her ☐ learning ☐ behavior and/or ☐ participation in school activities
The student requires ☐ medication and/or ☐ health care treatment(s) or procedure(s) during the school day
Other alerts:

SUMMARY OF RECOMMENDATIONS

Recommended Services
Nad Public School - New York City Board of Education (REDACTED)
Eligibility ☒ Yes ☐ No
Classification of Disability [REDACTED]
Twelve Month School Year ☒ Yes ☐ No Recommended Services for the Twelve Month School Year
[REDACTED]
Staffing Ratio 12:1:1
Details are provided in relevant sections of IEP

Other Recommendations (Check all that apply)

☐ Program Accessibility* ☐ Adaptive Phys. Ed.* ☐ Bilingual Instruction
☐ Related Services* ☐ Assistive Technology* ☐ Monolingual Services with ESL
☐ Special Education Transportation - Comment ☐ Monolingual Services without ESL
Students who are blind or visually impaired: ☐ Yes ☐ No
Students who are deaf or hard of hearing: ☐ Yes ☐ No
Language of instruction
Mode of Communication

Student

[REDACTED]

NYC ID#


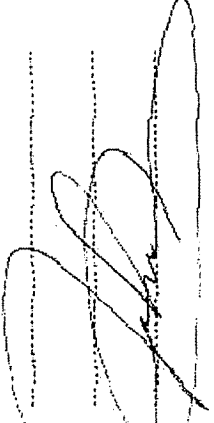
274.649.045

CSE# 01-17081

Date of Conference

3-24-06

CONFERENCE INFORMATION

Referral Type:	<input type="checkbox"/> Initial <input type="checkbox"/> Annual Review <input type="checkbox"/> Requested Review	Conference Type:	<input type="checkbox"/> EPC <input type="checkbox"/> CSE Review	<input checked="" type="checkbox"/> Annual Review <input type="checkbox"/> CPSE Review
Attendance at Conference				
Please note that your signature reflects your participation at the conference and does not necessarily indicate agreement with the Individualized Education Program				
Signature/Title	Role (Indicate if Bilingual)	Signature/Title	Role (Indicate if Bilingual)	
	Parent/Legal Guardian	Katie Voce (T)	Parent/Legal Guardian	
	District Representative	Sara Reid (T)	Special Education Teacher or Related Service Provider	
	General Education Teacher	M. L. Lawrence (T)	Parent Member (CPSE/CSE)	
	Student		John Aide (Other)	
	Education Evaluator		Psychologist (Other)	
	School Psychologist		Other	
	School Social Worker		Other	
Indicate Modifications				
<input type="checkbox"/> Initiate Service <input type="checkbox"/> Modify Service <input type="checkbox"/> Change Recommended Service <input checked="" type="checkbox"/> No Change				
Conference Result				
Use an asterisk (*) to signify the participant who interprets the instructional implications of evaluation results. Use the letter (T) to signify participation by teleconference.				
Initiation, Duration and Review of IEP				
Projected Date of Initiation of IEP	7/06	Projected Date of Review of IEP	6/07	
Duration of Services	1 yr			
Contacts with Parent/Legal Guardian				
Date Notice of Meeting Sent	3/1/06	Date IEP and Notice of Recommendation		
Date of Follow-up (if any)		<input type="checkbox"/> Given to Parent		
Type of Follow-up	<input type="checkbox"/> Letter <input type="checkbox"/> Telephone	<input checked="" type="checkbox"/> Sent to Parent	3/06	

ACADEMIC PERFORMANCE AND LEARNING CHARACTERISTICS

Describe the student's present levels of academic achievement, language development, cognitive development and learning style in English and the other than English language for LEP students. Discuss how the student's disability affects his/her involvement and progress in the general curriculum or, for preschool students, as appropriate, how the student's disability affects participation in appropriate activities.

PRESENT PERFORMANCE:

Due to his inappropriate behaviors in the classroom, [redacted] has not made a significant amount of academic progress during the past year. His level of [redacted] requires that he has a short attention span and is often easily distracted in the classroom. Due to the frequency of his inappropriate behaviors, [redacted] is often removed from his classroom and placed in an alternative classroom. [redacted] also gets frustrated easily while completing his academic assignments. He will often skip through tasks that he feels are too difficult or that require too much effort to complete.

Reading And Writing					Math				
Area	Date	Test/Evaluation	Score	Instructional Level	Area	Date	Test/Evaluation	Score	Instructional Level
Decoding	4/11/05	WJIII		Kindergarten	Computation	4/11/05	WJIII		1.0 GE
Reading Comprehension	4/11/05	WJIII		Kindergarten, 7th month	Problem Solving	4/11/05	WJIII		Kindergarten, 7th month
Listening Comprehension	4/11/05	WJIII		Kindergarten, 3rd month					
Writing	4/11/05	WJIII		1.2 GE					

ACADEMIC MANAGEMENT NEEDS

(Environmental modifications and human/material resources)

[redacted] requires a small structured class with close supervision within a 24 hour behavioral/residential program. He requires a structured and consistent environment to be successful both behaviorally and academically. Language skills will be addressed across all settings (classroom and residence).

Student

NYC ID# 274649045

Date of Conference 3-24-06

CSE Case#

Q1-17081

Social/Emotional Performance

Describe the student's strengths and weaknesses in the area of social and emotional development in English and the other than English language for LEP students. Consider the degree and quality of the student's relationships with peers and adults, feelings about self and social adjustment to school and community environments. Discuss how the student's disability affects his/her involvement and progress in the general curriculum or, for preschool students, as appropriate, how the student's disability affects participation in appropriate activities.

Present Performance :

continues to exhibit impulsive behaviors. He will often have unexpected outbursts. has trouble accepting directions from staff, especially when staff members tell to continue working on his academics. He continues to show that he has a poor sense of boundaries when interacting with others. often makes severe threats of violence and shows that he lacks a real sense of empathy.

Behavior And The Instructional Process

- ☐ Behavior is age appropriate
 - ☐ Behavior does not seriously interfere with instruction AND
 - ☐ Can be addressed by General Education OR
 - ☐ Can be addressed by special education teacher
 - ☐ Behavior seriously interferes with instruction and requires additional adult support.
 - ☒ Behavior requires highly intensive supervision.
- Describe the present levels of support including personnel responsible for providing behavioral support.
- program will be supervised by a psychologist and closely monitored by a case manager. He will receive 24 hour supervision from educational and residential staff. The same behavioral objectives are addressed at the residence and the school. All of JRC's staff are trained in physical crisis management procedures if needed in an emergency situation. JRC employs court authorized Level III interventions to include the GED (Graduated Electronic Decelerator) and Mymt Limitation to treat major behaviors including aggression, destruction, major disruptive, health dangerous, and noncompliant behaviors. JRC also employs Alternative Educational Strategies which includes a progression of classroom and residential environmental moves depending upon behavioral progress. requires a 1-1 crisis management, paraprofessional aide 16 hours/7 days to include weekends.

Social Emotional Management Needs

Environmental modifications and human/material resources

requires a 24 hour 12 month residential service in a highly structured behavior modification program. Due to his dangerous behavior and cognitive delays, it is necessary for him to require constant supervision. requires a 1-1 crisis mgmt. paraprofessional aide 16 hours/7 days to include weekends and holidays to ensure his safety and the safety of others. JRC recommends that receives no more than two incoming phone calls/week for therapeutic reasons, unless otherwise specified in her treatment program. Calls to/from Clergy/SW/and/or Attorney will only be contingent upon safety and will not be monitored for any reason.

A behavior intervention plan has been developed.

☒ Yes ☐ No

Copy For :

CSE

PARENT

SCHOOL

STUDENT

OTHER

Student

NYC ID# 274649045

Date of Conference

01-17-08

CSE Case#

Health And Physical Development

Describe the student's health and physical development including the degree or quality of the student's motor and sensory development, health, vitality and physical skills or limitations which pertain to the learning process, behavior and participation in physical education or other school activities. Discuss how the student's disability affects his/her involvement and progress in the general curriculum or, for preschool students, as appropriate, how the student's disability affects participation in appropriate activities.

Present Health Status And Physical Development:

Asthma

Wears Glasses

Medical/Health Care Needs

During the school day, the student requires:

Oral medication

☐ Yes ☒ No

(If yes, functionally describe the condition for which medication is required.)

Treatment(s) or other health procedure(s) ☐ Yes ☒ No
(If yes, functionally describe the condition for which treatment(s) or procedure(s) are required.)

Health as a related service

☐ Yes ☒ No

(If yes, specify in related service recommendations.)

Physical Needs

The student: ☐ does ☒ does not have mobility limitations

(If yes, functionally describe the limitation(s).)

Accessible program

☐ yes ☐ no

Adaptive physical education
if yes indicate staffing ratio:

☐ yes ☐ no

Assistive technology device(s)

☐ yes ☐ no

Assistive technology service(s)

☐ yes ☐ no

(If assistive technology device(s) or service(s) are required, specify in management needs)

Health/Physical Management Needs

(Environment modifications, human/material resources or specialized equipment)

No physical needs at this time.

Copy For:

CSE

PARENT

SCHOOL

STUDENT

OTHER

NYC ID # 274649045

Date of Conference 3-29-06

Student: [REDACTED]

Case# 01-17081

ANNUAL GOALS AND SHORT-TERM OBJECTIVES

There will be 4 reports of progress this school year.

1st 2nd 3rd 4th 5th 6th 7th 8th

ANNUAL GOAL:	PROGRESS	Date Mon/Yr	1st	2nd	3rd	4th	5th	6th	7th	8th
[REDACTED] will increase his socially appropriate behaviors while decreasing his socially inappropriate behaviors.	Methods of Measurement									
	Report of Progress									
	Progress Toward Annual Goal									
	Reasons for not Meeting Annual Goal									

Other:

SHORT-TERM OBJECTIVES:

- Will exhibit no more than a median of 26 aggressive behaviors per week.
- Will exhibit no more than a median of 10 destructive behaviors per week.
- Will exhibit no more than a median of 4 health dangerous behaviors per week.
- Will exhibit no more than a median of 40 major disruptive behaviors per week.
- Will exhibit no more than a median of 45 noncompliant behaviors per week.
- Will exhibit no more than a median of 100 inappropriate verbal behaviors per week.
- Will exhibit no more than a median of 10 educationally and socially interfering behaviors per week.

ANNUAL GOAL:

[REDACTED] will increase his reading, writing and comprehension skills by participating in a 2nd grade English curriculum

PROGRESS	Date Mon/Yr	1st	2nd	3rd	4th	5th	6th	7th	8th
Methods of Measurement									
Report of Progress									
Progress Toward Annual Goal									
Reasons for not Meeting Annual Goal									

Other:

SHORT-TERM OBJECTIVES:

- Using the JRC Spelling computer program, [REDACTED] will master a curriculum of graded spelling words appropriate to his current spelling level.
- Will complete repeated reading exercises with teacher selected material appropriate to his level with 100% accuracy and fluency.
- Will learn to write a friendly letter.
- Will develop language skills such as appropriate pace, tone, eye contact and enunciation of words.
- Will master lessons in a handwriting curriculum.

EXPLANATION OF CODING SYSTEM

REPORT OF PROGRESS

- Not applicable during this grading period
- No progress made
- Little progress made
- Progress made; goal not yet met
- Goal met

METHODS OF MEASUREMENT

- Teacher Made Materials
- Standardized Test
- Class Activities
- Portfolio
- Teacher/Provider Observations
- Performance Assessment Task
- Check Lists
- Verbal Explanation
- Other (Specify):

While a review of your child's educational program occurs every year please be advised that you have a right to request a review of your child's program at any time.

The student's performance is approaching his/her promotion criteria as set forth on page 9 of the IEP.

For students who are not anticipated to meet their annual goals and/or promotion criteria: We recommend that the IEP Team be reconvened:

PROGRESS TOWARD GOAL

- Anticipate meeting goal
- Do not anticipate meeting goal (Note reason)
- Goal met

REASONS FOR NOT MEETING GOAL

- More time needed
- Excessive absence or lateness
- Assignments not completed
- Other (Specify):

1st	2nd	3rd	4th	5th	6th	7th	8th

Use a Y (Yes) or N (No) in the appropriate column.

Copy For: CSE PARENT SCHOOL STUDENT OTHER

Student: [REDACTED]

NYC ID # 274649045

Date of Conference 8.24.05

ANNUAL GOALS AND SHORT-TERM OBJECTIVES

Case# 01-17081

There will be 4 reports of progress this school year.

1st 2nd 3rd 4th 5th 6th 7th 8th

ANNUAL GOAL:

[REDACTED] will develop and demonstrate an improvement in the critical skills for math computation, concepts, and problem solving by participating in a 2nd grade Math course.

PROGRESS

Date
Mon/Yr

Methods of Measurement

Report of Progress

Progress Toward Annual Goal

Reasons for not Meeting Annual Goal

SHORT-TERM OBJECTIVES:

Other:

- Using JRC's Math Facts computer program, [REDACTED] will subtract without borrowing, through problems presented both horizontally and vertically.
- Using Dollars and Cents software, [REDACTED] will be able to match single coins and bills to their names and values in written form.
- Using JRC's Learning to Tell Time computer program, [REDACTED] will be able to select a given time, either on the hour, half hour or quarter hour on an analog or digital clock.

ANNUAL GOAL

[REDACTED] will be able to communities in the United States by participating in a 2nd grade History course.

PROGRESS

Date
Mon/Yr

Methods of Measurement

Report of Progress

Progress Toward Annual Goal

Reasons for not Meeting Annual Goal

SHORT-TERM OBJECTIVES:

Other:

- Will learn about Native American prior to the arrival of the Europeans.
- Will learn about the rights and responsibilities of the citizens of a community.

METHODS OF MEASUREMENT

- Teacher Made Materials
- Standardized Test
- Class Activities
- Portfolio
- Teacher/Provider Observations

EXPLANATION OF CODING SYSTEM

REPORT OF PROGRESS

- Not applicable during the grading period
- No progress made
- Little progress made
- Progress made; goal not yet met
- Goal met

PROGRESS TOWARD GOAL

- Anticipate meeting goal
- Do not anticipate meeting goal
- Goal not met

REASONS FOR NOT MEETING GOAL

- More time needed
- Excessive absence or lateness
- Assignments not completed
- Other (Specify)

While a review of your child's educational program occurs every year please be advised that you have a right to request a review of your child's program at any time.

The student's performance is approaching his/her promotion criteria as set forth on page 9 of the IEP:

For students who are not anticipated to meet their annual goals and/or promotion criteria: We recommend that the IEP Team be reconvened:

1st	2nd	3rd	4th	5th	6th	7th	8th

Use a Y (Yes) or N (No) in the appropriate column.

Copy For:

CSE

PARENT

SCHOOL

STUDENT

OTHER

Student: [REDACTED]

NYC ID # 274649045

Date of Conference 3.24.09

ANNUAL GOALS AND SHORT-TERM OBJECTIVES

Case# 01-17081

There will be 4 reports of progress this school year.

1st 2nd 3rd 4th 5th 6th 7th 8th

ANNUAL GOAL:

[REDACTED] will participate in a 2nd grade science course.

PROGRESS

Date
Mon/Yr

Methods of Measurement

Report of Progress

Progress Toward Annual Goal

Reasons for not Meeting Annual Goal

SHORT-TERM OBJECTIVES:

Other:

1. Will learn the patterns of seasonal changes.
2. Will observe and describe the appearance of materials using the appropriate tools.
3. Will describe the functions of plants and animals.
4. Will describe the variations between living and nonliving things.

ANNUAL GOAL:

[REDACTED] will participate in physical education classes

PROGRESS

Date
Mon/Yr

Methods of Measurement

Report of Progress

Progress Toward Annual Goal

Reasons for not Meeting Annual Goal

SHORT-TERM OBJECTIVES:

Other:

1. Will increase his cardiovascular endurance by exercising on a piece of aerobic equipment for no less than 20 minutes.
2. Will successfully engage in selected games, following rules and sportsmanship.

METHODS OF MEASUREMENT

1. Teacher Made Materials
2. Standardized Test
3. Class Activities
4. Portfolios
5. Teacher/Provider Observations
6. Performance Assessment Task
7. Check Lists
8. Verbal Explanation
9. Other (Specify)

EXPLANATION OF CODING SYSTEM

REPORT OF PROGRESS

1. Not applicable during this grading period
2. No progress made
3. Little progress made
4. Progress made; goal not yet met
5. Goal met

PROGRESS TOWARD GOAL

- A. Anticipate meeting goal
- B. Do not anticipate meeting goal (Note reason)
- C. Goal met

REASONS FOR NOT MEETING GOAL

1. More time needed
2. Excessive absence or tardiness
3. Assignment not completed
4. Other (Specify)

While a review of your child's educational program occurs every year please be advised that you have a right to request a review of your child's program at any time.

The student's performance is approaching his/her promotion criteria as set forth on page 9 of the IEP:

For students who are not anticipated to meet their annual goals and/or promotion criteria: We recommend that the IEP Team be reconvened:

1st	2nd	3rd	4th	5th	6th	7th	8th
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use a Y (Yes) or N (No) in the appropriate column.

Copy For

CSE

PARENT

SCHOOL

STUDENT

OTHER

Student: [redacted]
Date of Conference 3-2-06
NYC ID# 274649045
CSE Case# 01-17081

SCHOOL ENVIRONMENT AND SERVICE RECOMMENDATIONS GENERAL EDUCATION ENVIRONMENT

Area of Instruction	Language(s) or Communication mode	Periods per week	Supplementary Aids and Service	Program Modifications and Supports for School Personnel
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SPECIAL CLASS ENVIRONMENT

Area of Instruction	Language(s) or Communication mode	Periods per week	Special Class and Staffing Ratio	Supports	Reasons for Non-Participation in General Education Environment
All	English	All	12:1:1	24 HOUR RESIDENTIAL PROGRAM FOR ACADEMIC AND SOCIAL/EMOTIONAL NEED 1-1 Paraprofessional Aide 16hrs/7 days	[redacted] behavior interferes with academic progress in a regular education classroom. He requires instruction in a separate placement. Therefore [redacted] will not participate in general education classes with non-disabled peers and will not participate in outside activities with students without disabilities while at JRC

OTHER PROGRAMS/SERVICES CONSIDERED AND REASONS FOR REJECTION

Provide an explanation of the programs/services considered and the reason for rejection. Specify why the student can not achieve the goals of his/her IEP within a general education program with the assistance of supplementary aids and services.

Special class in a Community School
Special class in a Special School
The program would not be sufficient to meet the academic needs of the student in order to reach goals.
NRE handwritten - for rejection at this time
[Signature]

Second Language Instruction: If the student is exempt from second language instruction, explain why.

PARTICIPATION IN SCHOOL ACTIVITIES

If the student cannot participate in lunch, assemblies, trips and/or other school activities with non-disabled students, indicate the activity and reason(s) for non-participation. behavior interferes with academic progress in a regular education classroom. He requires instruction in a separate placement. Therefore, [REDACTED] will not participate in general education classes with non-disabled peers and will not participate in outside activities with students without disabilities while at JRC.

Status*	Related Service	Language of service	Location**	Session/ week	Duration	Group size
C	Crisis Management Para	English	Separate Location	7 days	16 hrs.	1

* Indicates status of recommendation: Initiate; Continue; Modify; or Terminate ** Indicate whether service is provided outside the general education classroom

PARTICIPATION IN ASSESSMENTS

☒ The student WILL PARTICIPATE in state and local assessments. ☐ The student will participate in Alternative Assessment.

☐ With Accommodations ☒ With Accommodations

Describe accommodations, if any that will be used consistently throughout the student's educational program:

Extended Time (double)

Separate Location

Directions/Questions read and re-read

Reason for participation in Alternative Assessment:

In addition to Alternative Assessment, describe how the student will be assessed:

Promotion ☒ Standard Criteria ☐ Modified Criteria* Promotion* Describe the modified promotion criteria

Student

CSE Case# 01-17081

NYC ID# 274649045

Date of Conference

3.24.06

DATE OF PLAN

3.24.06

BEHAVIOR INTERVENTION PLAN

DESCRIBE THE BEHAVIOR(S) THAT INTERFERE(S) WITH LEARNING

The behaviors that interfere most with [redacted]'s learning are: aggressive, health dangerous, noncompliance, major disruptive, educationally and socially interfering and inappropriate verbal behaviors.

WHAT BEHAVIOR CHANGES ARE EXPECTED?

[redacted] will receive supervision 24 hours per day from educational and residential staff. The behavior changes that are expected is a deceleration of all problematic behaviors to a low median. JRC expects to bring [redacted] inappropriate behaviors to such a low level that he can benefit from educational activities, participate in community activities, and function in an appropriate social manner with peers and authority figures.

WHAT STRATEGIES ARE GOING TO BE TRIED TO CHANGE THE BEHAVIOR?

The strategies employed at JRC are as follows: DRO (behavioral contracts) in which [redacted] earns highly preferred rewards for meeting a behavioral criteria, verbal praise, token reinforcement point system, a large reward/lounge, field trips/field day, social opportunities, opportunity for an in-school job, and an independence level system. JRC also employs Alternative Learning Strategies which includes a progression of classroom and residential environmental moves depending upon [redacted] behavioral progress.

WHAT SUPPORTS WILL BE EMPLOYED TO HELP THE STUDENT CHANGE THE BEHAVIOR?

[redacted] program will be supervised by a psychologist and will be closely monitored by a case manager. He will receive supervision 24 hours per day from educational and residential staff. JRC's staff is trained in physical crisis management procedures if needed in an emergency situation. JRC employs court authorized Level III interventions to include the GED (Graduated Electronic Decelerator) and Movement Limitation to treat [redacted]'s major inappropriate behaviors including aggression, destruction, major disruptive, health dangerous, and noncompliant behaviors. [redacted] needs a 1-1 crisis management paraprofessional aide 16 hours/7 days to include weekends and holidays to ensure his safety and the safety of

Copy For:

CSE ☐

PARENT ☐

SCHOOL ☐

STUDENT ☐

OTHER ☐